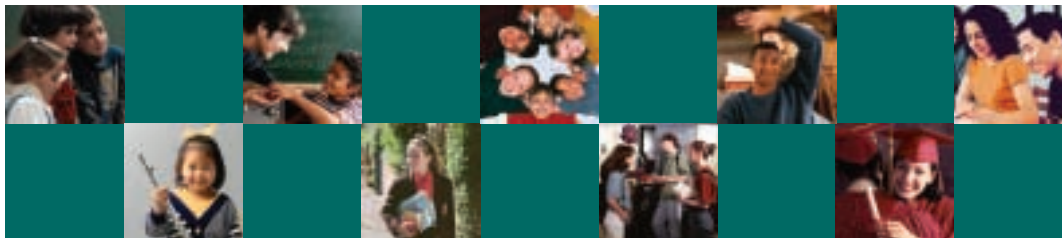


the condition of education 2002



INDICATOR 33

Participation in Professional Development

The indicator and corresponding tables are taken directly from *The Condition of Education 2002*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2002*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2002*, NCES 2002-025, Washington, DC: U.S. Government Printing Office, 2002.

NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Office of Educational Research and Improvement

Teachers

Participation in Professional Development

Teachers who participate in more than 8 hours of professional development activity in a single area of development per year are more likely than teachers who participate 1–8 hours to report that that activity improved their teaching “a lot.” However, most teachers participate in such an activity only 1–8 hours.

Formal professional development and collaboration with other teachers provide opportunities for teachers to improve their teaching practices (NCES 2000–152; National Commission on Teaching and America’s Future 1996; Sprinthall, Reiman, and Theis-Sprinthall 1996). Research also suggests that “the more extended the professional development, the more it encourages effective classroom practices” (Wenglinsky 2000, p. 30). This indicator examines participation in 10 formal professional development activities (which are typically school or district staff workshops on a particular topic) and 6 collaborative activities with other teachers (nonadministrative teacher meetings, teacher networks, or through team-teaching or mentoring).

In 2000, 99 percent of public school teachers participated in at least one of the professional development activities. Of the selected activities, teachers most commonly attended those addressing state or district curriculum and performance standards; the least attended were those addressing the needs of students with limited English proficiency.

ited English proficiency (see supplemental table 33-1). In general, teachers typically reported spending 1–8 hours in a single area of development during 2000. During the same year, 92 percent of teachers participated in one of the collaborative activities, the most common of which was regularly scheduled collaboration with other teachers (69 percent). Approximately 34 percent of all public school teachers participated in this activity at least two to three times a month (see supplemental table 33-2).

Teachers who participated in any of the professional development activities for more than 8 hours were more likely than those who participated for 1–8 hours to report that that activity improved their teaching “a lot” (see supplemental table 33-3). Among teachers who engaged in the collaborative activities, greater frequency was positively related to teachers’ beliefs about the extent to which the activity improved their classroom teaching; the one exception was mentoring another teacher (see supplemental table 33-4).

NOTE: See supplemental tables 33-1 and 33-2 for the complete list of professional development and collaborative activities.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).



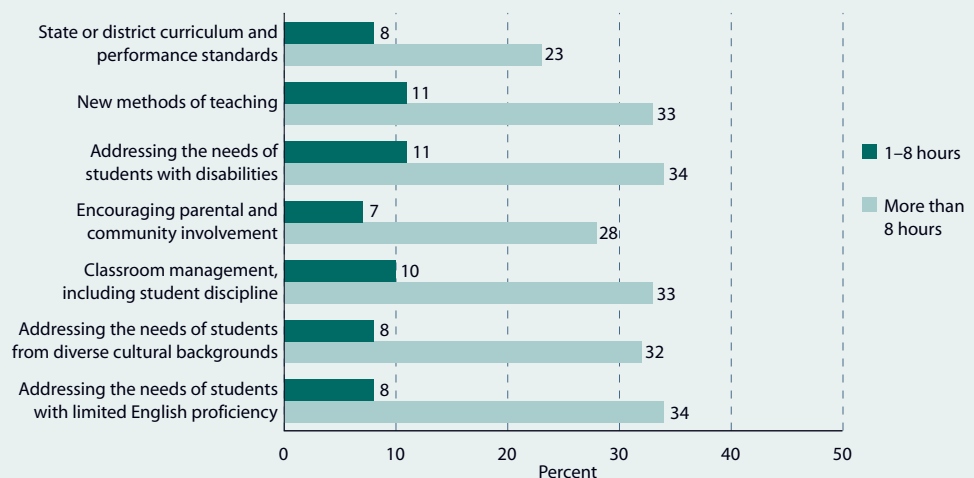
FOR MORE INFORMATION:

Supplemental Tables 33-1, 33-2, 33-3, 33-4

NCES 2000–152

National Commission on Teaching and America’s Future 1996; Sprinthall, Reiman, and Theis-Sprinthall 1996; Wenglinsky 2000

PERCEIVED IMPACT OF PROFESSIONAL DEVELOPMENT: Percentage of public elementary and secondary school teachers who participated in professional development during the past 12 months who believed the activity improved their classroom teaching “a lot,” by focus of activity and hours of participation, by selected activities: 2000



Participation in Professional Development

Table 33-1 Percentage of public school teachers who participated in professional development activities in various content areas during the past 12 months, by focus of activity and hours of participation: 2000

Focus of professional development activity	Total participating in activity	Hours of participation		
		1–8	9–32	More than 32
Teachers participating in any professional development activity	99	(t)	(t)	(t)
State or district curriculum and performance standards	80	46	25	9
Integration of educational technology in the grade or subject you teach	74	45	21	8
In-depth study in the subject area of your main teaching assignment	72	31	25	16
New methods of teaching (e.g., cooperative learning)	72	43	21	8
Student performance assessment	62	41	16	5
Addressing the needs of students with disabilities	49	36	10	4
Encouraging parental and community involvement	46	34	8	4
Classroom management, including student discipline	45	33	9	3
Addressing the needs of students from diverse cultural backgrounds	41	29	8	4
Addressing the needs of students with limited English proficiency	26	18	5	3

†Some teachers participated in more than one activity with the same frequency.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

Table 33-2 Percentage of public school teachers who participated in various collaborative activities during the past 12 months, by focus of activity and frequency of participation: 2000

Focus of collaborative activity	Total participating in activity	Frequency of participation			
		At least once a week	2 to 3 times a month	Once a month	A few times a year
Teachers participating in any collaborative activity	92	(t)	(t)	(t)	(t)
Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes	69	22	12	16	19
Networking with teachers outside the school	62	6	8	12	36
Common planning periods for team teachers	53	32	7	5	9
Individual or collaborative research on a topic of interest professionally	52	10	8	9	24
Mentoring another teacher in a formal relationship	26	11	5	3	7
Being mentored by another teacher in a formal relationship	23	8	3	3	9

†Some teachers participated in more than one activity with the same frequency.

NOTE: Percentages may not add to totals due to rounding.

SOURCE: U.S. Department of Education, NCES, Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

Participation in Professional Development

Table 33-3 Percentage of public school teachers indicating the extent to which participation in professional development activities in various content areas during the past 12 months improved their teaching, by focus of activity and hours of participation: 2000

Focus of professional development activity	Improved classroom teaching			
	A lot	Moderately	Somewhat	Not at all
State or district curriculum and performance standards				
1–8 hours	8	33	45	14
More than 8 hours	23	39	30	9
Integration of educational technology in the grade or subject you teach				
1–8 hours	13	38	42	7
More than 8 hours	38	38	20	3
In-depth study in the subject area of your main teaching assignment				
1–8 hours	13	45	37	4
More than 8 hours	37	43	19	(#)
New methods of teaching (e.g., cooperative learning)				
1–8 hours	11	41	43	6
More than 8 hours	33	43	22	2!
Student performance assessment				
1–8 hours	11	37	43	10
More than 8 hours	26	46	25	3!
Addressing the needs of students with disabilities				
1–8 hours	11	33	49	7
More than 8 hours	34	41	23	2!
Encouraging parental and community involvement				
1–8 hours	7	32	48	14
More than 8 hours	28	42	26	4!
Classroom management, including student discipline				
1–8 hours	10	39	44	8
More than 8 hours	33	46	25	3!
Addressing the needs of students from diverse cultural backgrounds				
1–8 hours	8	31	51	10
More than 8 hours	32	44	21	3!
Addressing the needs of students with limited English proficiency				
1–8 hours	8	31	52	10
More than 8 hours	34	39	24	2!

#Too small to report.

!Interpret data with caution. Standard errors high relative to estimate.

NOTE: Percentages based on teachers participating in professional development activities, not all teachers. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).

Participation in Professional Development

Table 33-4 Percentage of public school teachers indicating the extent to which participation in various collaborative activities during the past 12 months improved their teaching, by focus of activity and frequency of participation: 2000

Focus of collaborative activity	Improved classroom teaching			
	A lot	Moderately	Somewhat	Not at all
Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes				
At least once a week	45	34	18	2!
2 to 3 times a month	23	50	26	2!
Once a month	15	35	45	5!
A few times a year	7	28	56	8
Networking with teachers outside the school				
At least once a week	42	38	20	1!
2 to 3 times a month	33	43	24	1!
Once a month	26	39	33	2
A few times a year	12	29	54	6
Common planning periods for team teachers				
At least once a week	45	31	19	4
2 to 3 times a month	29	53	15	4!
Once a month	17!	41	37	6!
A few times a year	12!	22	50	16
Individual or collaborative research on a topic of interest professionally				
At least once a week	57	30	12	1!
2 to 3 times a month	39	45	15	(#)
Once a month	26	41	32	1!
A few times a year	16	32	47	4!
Mentoring another teacher in a formal relationship				
At least once a week	28	39	26	7!
2 to 3 times a month	15	36	38	11!
Once a month	13!	32	46	9!
A few times a year	7!	25	54	15
Being mentored by another teacher in a formal relationship				
At least once a week	66	24	10	(#)
2 to 3 times a month	38	35	21!	5!
Once a month	31	37	28	3!
A few times a year	11!	27	45	17

#Too small to report.

!Interpret with caution. Standard errors high relative to estimate.

NOTE: Percentages based on teachers participating in collaborative activities, not all teachers. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001-088).

Participation in Professional Development

Table S33 Standard errors for the percentage of public elementary and secondary school teachers who participated in professional development during the past 12 months who believed the activity improved their classroom teaching “a lot,” by focus of activity and hours of participation in selected activities: 2000

Focus of professional development activity	Hours of participation	
	1–8	More than 8
State or district curriculum and performance standards	0.9	1.3
New methods of teaching (e.g., cooperative learning)	1.0	1.9
Addressing the needs of students with disabilities	1.2	2.9
Encouraging parental and community involvement	0.7	2.7
Classroom management, including student discipline	1.1	2.8
Addressing the needs of students from diverse cultural backgrounds	1.0	2.9
Addressing the needs of students with limited English proficiency	1.2	3.5

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).

Participation in Professional Development

Table S33-1 Standard errors for the percentage of public school teachers who participated in professional development activities in various content areas during the past 12 months, by focus of activity and hours of participation: 2000

Focus of professional development activity	Total participating in activity	Hours of participation		
		1–8	9–32	More than 32
Teachers participating in any professional development activity	0.2	(†)	(†)	(†)
State or district curriculum and performance standards	0.7	0.9	1.0	0.7
Integration of educational technology in the grade or subject you teach	0.9	1.0	0.7	0.5
In-depth study in the subject area of your main teaching assignment	0.8	0.8	0.8	0.7
New methods of teaching (e.g., cooperative learning)	0.9	1.1	0.8	0.6
Student performance assessment	1.0	1.2	0.8	0.4
Addressing the needs of students with disabilities	1.0	0.9	0.5	0.4
Encouraging parental and community involvement	1.2	1.1	0.5	0.4
Classroom management, including student discipline	1.1	1.0	0.5	0.3
Addressing the needs of students from diverse cultural backgrounds	1.1	1.1	0.6	0.4
Addressing the needs of students with limited English proficiency	1.1	0.9	0.4	0.3

†Not applicable.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

Table S33-2 Standard errors for the percentage of public school teachers who participated in various collaborative activities during the past 12 months, by focus of activity and frequency of participation: 2000

Focus of collaborative activity	Total participating in activity	Frequency of participation			
		At least once a week	2 to 3 times a month	Once a month	A few times a year
Teachers participating in any collaborative activity	0.4	(†)	(†)	(†)	(†)
Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes	1.0	0.7	0.7	0.7	0.7
Networking with teachers outside the school	0.8	0.4	0.5	0.7	0.9
Common planning periods for team teachers	0.9	1.1	0.6	0.5	0.6
Individual or collaborative research on a topic of interest professionally	1.0	0.5	0.5	0.6	0.9
Mentoring another teacher in a formal relationship	0.8	0.6	0.4	0.3	0.5
Being mentored by another teacher in a formal relationship	0.9	0.5	0.3	0.4	0.5

†Not applicable.

SOURCE: U.S. Department of Education, NCES. Fast Response Survey System (FRSS), "Survey on Professional Development and Training in U.S. Public Schools," FRSS 74, 1999–2000.

Participation in Professional Development

Table S33-3 Standard errors for the percentage of public school teachers indicating the extent to which participation in professional development activities in various content areas during the past 12 months improved their teaching, by focus of activity and hours of participation: 2000

Focus of professional development activity	Improved classroom teaching			
	A lot	Moderately	Somewhat	Not at all
State or district curriculum and performance standards				
1–8 hours	0.9	1.5	1.2	0.8
More than 8 hours	1.3	1.5	1.3	0.9
Integration of educational technology in the grade or subject you teach				
1–8 hours	1.2	1.4	1.4	0.7
More than 8 hours	1.6	1.7	1.3	0.6
In-depth study in the subject area of your main teaching assignment				
1–8 hours	1.2	1.8	1.6	0.8
More than 8 hours	1.4	1.7	1.2	(#)
New methods of teaching (e.g., cooperative learning)				
1–8 hours	1.0	1.3	1.6	0.7
More than 8 hours	1.9	2.0	1.4	0.5
Student performance assessment				
1–8 hours	0.9	1.9	1.7	0.9
More than 8 hours	1.5	2.5	1.8	0.7
Addressing the needs of students with disabilities				
1–8 hours	1.2	1.6	1.8	1.0
More than 8 hours	2.9	2.8	1.8	0.9
Encouraging parental and community involvement				
1–8 hours	0.7	1.9	1.9	0.9
More than 8 hours	2.7	2.7	2.6	1.1
Classroom management, including student discipline				
1–8 hours	1.1	2.1	2.1	0.9
More than 8 hours	2.8	2.8	2.0	0.8
Addressing the needs of students from diverse cultural backgrounds				
1–8 hours	1.0	1.5	1.9	1.0
More than 8 hours	2.9	3.3	2.1	0.9
Addressing the needs of students with limited English proficiency				
1–8 hours	1.2	2.2	2.5	1.2
More than 8 hours	3.5	3.6	2.2	0.9

#Too small to report.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001–088).

Participation in Professional Development

Table S33-4 Standard errors for the percentage of public school teachers indicating the extent to which participation in various collaborative activities during the past 12 months improved their teaching, by focus of activity and frequency of participation: 2000

Focus of collaborative activity	Improved classroom teaching			
	A lot	Moderately	Somewhat	Not at all
Regularly scheduled collaboration with other teacher(s), excluding meetings held for administrative purposes				
At least once a week	1.8	2.0	1.6	0.7
2 to 3 times a month	2.5	2.8	2.3	0.9
Once a month	1.7	2.6	2.6	1.0
A few times a year	1.2	2.1	1.9	1.3
Networking with teachers outside the school				
At least once a week	3.9	4.2	3.0	0.8
2 to 3 times a month	3.1	3.3	2.6	0.6
Once a month	2.4	2.9	2.5	1.2
A few times a year	1.0	1.4	1.6	0.8
Common planning periods for team teachers				
At least once a week	1.5	1.5	1.3	0.6
2 to 3 times a month	3.9	4.4	2.6	1.3
Once a month	4.1	4.3	3.6	2.0
A few times a year	2.6	2.7	3.9	2.4
Individual or collaborative research on a topic of interest professionally				
At least once a week	2.7	2.7	1.7	0.6
2 to 3 times a month	3.0	3.4	2.1	(#)
Once a month	2.8	2.6	2.8	0.4
A few times a year	1.4	1.9	2.0	1.0
Mentoring another teacher in a formal relationship				
At least once a week	2.3	2.7	2.3	1.5
2 to 3 times a month	2.9	5.0	4.5	3.2
Once a month	5.2	5.6	5.7	3.4
A few times a year	2.0	3.1	3.6	2.8
Being mentored by another teacher in a formal relationship				
At least once a week	3.2	3.1	1.9	(#)
2 to 3 times a month	5.8	4.9	4.2	2.4
Once a month	5.6	6.8	4.6	2.2
A few times a year	2.2	3.0	4.3	2.5

#Too small to report.

SOURCE: U.S. Department of Education, NCES. (2001). *Teacher Preparation and Professional Development: 2000* (NCES 2001-088).